

# Method Improving Reading Comprehension In Primary Education Program Students

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## Method Improving Reading Comprehension In Primary Education Program Students

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# Method Improving Reading Comprehension In Primary Education Program Students

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**Abstract.** This study aims to determine the influence of reading comprehension skills of English for PGSD students through the application of SQ3R learning method. The type of this research is Pre-Experimental research because it is not yet a real experiment, there are external variables that influence the formation of a dependent variable, this is because there is no control variable and the sample is not chosen randomly. The research design is used is one-group pretest-post-test design involving one group that is an experimental group. In this design, the observation is done twice before and after the experiment. Observations made before the experiment (O1) are called pretests and the post-experimental observation (O2) is called post-test. The difference between O1 and O2 ie O2 - O1 is the effect of the treatment. The results showed that there was an improvement in reading comprehension skills of PGSD students in Class M.4.3 using SQ3R method, and better SQ3R enabling SQ3R to improve English comprehension skills.

**Keywords:** reading comprehension skills, application of SQ3R method

## 1. Introduction

English is the International language used to communicate in various fields and aspects of the life of the international community, the communication process also includes some activities such as reading letters, reading reports, writing and talking and listening. This activity is certainly in English. English reading is a routine activity, however, this activity needs to be careful, careful, to know the information submitted by news writers. Cognitive and learning style is one of the important things in the process of thinking process [1]-[6].

Reading has many benefits, by reading humans acquiring a lot of knowledge, developing speaking skills fluently in speaking, developing creative reasoning, enhancing comprehension of problems, improving the ability to comprehend conceptual concepts of learning or reading, window of the world means obtaining various information from various sources and various directions. Linguistic reading is a process of retrieval and decoding process, in contrast to speaking skills and writing skills that involve encoding an aspect of decoding is to connect the written word, with the meaning of oral language (oral language meaning) which includes the conversion of writing/prints into meaningful sounds [7].

In language skills there are four main skills, namely speaking skills, reading, writing and listening, these four skills are very useful in communicating. The preferred reading skill on the skill of understanding the contents of the text, discourse. Ideas and information submitted by the author. By



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reading can improve intelligence and broaden the horizon of reading skills is very supportive of improving the quality of human resources and the quality of education.

In the process of reading a person is trying to understand the contents of the author's message contained in the reading (Hodgson in [8]) read is a process done by the reader to obtain a message conveyed by writers who scroll word media or writing the language. Tarigan found that reading there are two ways of reading aloud and silent. says that reading is a very complex and complicated process, because the reading process involves various factors, internal and external, internal factors include interest, motivation, intelligence, talent, purpose, and other, while external factors are the environment, the means, the level of legibility, the habit and the culture of reading., reading is bridge for who and wherever that want to progress and success both at school and an environment of work [8].

The various obstacles faced when there is a desire to cultivate reading the unavailability of interesting reading material so that the desire to read less, unmotivated reading desire resulted in low learning achievement in reading skills, lack of creative development and innovation. This is a challenge faced when learning English because English is one of the subjects that is considered difficult for PGSD students, English has things to be mastered by learners such as grammar, vocabulary, tenses, intonation, pronunciation, reading, writing, meaning. Proposition, conjunction etc. When given reading comprehension learning is considered very difficult, because learners must use dictionaries to translate the meaning of discourse, reading, and finding the main idea, analyze the content of discourse, and explain the contents of the discourse. This work is very boring for learners, only 12% are able to implement in enough categories, while 60% in low category and 28% are very low. This is a challenge that should be immediately addressed to anticipate the low achievement of learners in reading comprehension skills and low achievement of English. So the need to improve the reading comprehension skills of English through the application of appropriate methods such as the SQ3R method that is assumed to increase interest in reading learners is expected through the SQ3R method of reading comprehension ability of English learners.

Strategically approaching textbook assignments can help a reader not only move through his reading more efficiently but it can also make him a more effective reader and learner. One strategy that has been proven to help readers comprehend and think about texts is SQ3R. The SQ3R method is a 5-step process for working through texts that allows the reader to understand and process information at the same time. The name, SQ3R, is an acronym for the five steps: Survey, Question, Read, Recite, and Review [9]. The method of reading SQ3R introduced by French P. Robinson in 1948, Effective study and in Indonesia introduced by Tampubolon in 1986 this method includes five steps: survey, question, read, recite or recall and review. Survey readings to ask you questions that the answer we hope to find in these readings will be easier to understand the reading, and then by trying to express in our own words the main points, we will master and remember it longer, or read the survey (survey reading) is to survey the reads to be studied by examining or examining the indexes, list of words, examine the title, examine the scheme, the outline of the book in question.

Questions ask as many questions about the contents of the reading, by changing the subtitle and subtitle and subtitle into a question. Use the words who, what, when, where, or why. Read by the preparation process before reading, then the process of reading the entire contents can be done at high speed. Recite, this step is done to test the understanding of what has been read. This process is done by recounting the thoughts discussed in the book in your own language style. Furthermore, the review and review process is done after the process of reading finish so that what is read not only entered in the short-term memory but into the long term.

The SQ3R method is very useful in applying to English comprehension readers to measure improving English reading comprehension skills of learners in PGSD. Therefore, the authors conducted a study with the title of an influence of the application of the SQ3R method of reading comprehension skills of English for PGSD students. In order to know the effect of using SQ3R on reading comprehension on learning English

SQ2R involves 5 steps: (1) Surveying the material in the table of contents or by reviewing the titles and subtitles in advance, (2) Questioning, which means asking questions, in advance, concerning the key topics that the student is preparing to read about, (3) Reading, which involves reading and taking notes that answer the questions, (4) Reciting, where students can record any additional facts that help them make sense of the material, help them draw links to information they already know, or help them to remember what they read, (5) Review, where the student is asked to summarize the answers to each of the questions in one paragraph of three to 5 sentences [10].

It has been proven that the success of the SQ3R learning method has been obtained through several studies that have been conducted in America. In one experiment, several parts of the learning class measured their reading ability (reading level and accuracy of understanding) on tests related to Canadian history. They were then given training in the use of the SQ3R Method for several days, after which they performed a comparable reading test. Prior to training at SQ3R, the average reading rate for the class was only at the 34th percentile, but after training, at the 53rd percentile. In another experiment, two quizzes with similar difficulties have been prepared. For the first quiz, the students learn their own way, but for the second quiz, they are shown how to predict quiz questions with the SQ3R method. These five steps of the SQ3R Method, if applied and practiced, should result in an increase in reading comprehension, an improved ability to identify important points and better retention of the material. You should also discover one other worthwhile outcome: happily, test questions will seem familiar, because the headings you turned into questions are usually the points the instructor will emphasize on exams [11].

The most efficient students read with purpose and set goals. The SQ3R Method. Is designed to help you read faster and retain more information than ordinary reading methods. SQ3R stands for the steps in reading: survey, question, read, recite, review. It might seem like it takes more time to use the SQ3R method, but you'll find that you remember more and have to reread less often [12].

SQ3R is an acronym for the five steps: Survey, Question, Read, Recite, and Review. Here's how SQ3R works [13].

- 1) Survey: While it would seem that a reader should begin reading at the top of the first page of the text and then move sequentially through each page of it until the done, according to SQ3R, starting off by surveying the text features of the text is more beneficial because it keys the reader's brain into the main ideas of the text. Text features are the visual supports a writer uses to add meaning to her text. Examples of common text features are bold print, italics, colored text, headings and subheadings, charts, graphics, illustrations, and glossaries or indexes. In SQ3R, the reader surveys or scans the text features prior to reading to preview its information and to focus his reading.
- 2) Question: After surveying the text features, the reader has a pretty good idea of where the text might be heading. Now, he needs to write questions to further focus his reading. In SQ3R, the reader writes down questions he thinks might be answered in the full text based on his survey of the text features.
- 3) Read: Finally, the reading begins! Now, the reader reads the text from start to finish, but instead of reading it cold without any real direction, he has his questions to guide him through. As he reads, he thinks about the questions he wrote down in the previous step and notices their answers.
- 4) Recite: The recipe step takes place concurrently with the Read step. As the reader is reading through the text looking for answers to his questions, he pauses when he comes to information he believes may answer each question. At this point, he recites the information to himself and then writes it down next to the question. While this step may seem unusual to some students, it is very important because the recitation helps cement the information into their long-term memories.
- 5) Review: The final step in SQ3R is the review. Once the reader has moved through the entire text, reciting and writing down answers to his questions, he takes a moment to re-read or review



the text. As he reviews the text, he looks for answers to questions he was unable to respond to in the first reading and recites the answers to those he did during the first reading.

The benefit of SQ3R it helps students to discover the important facts and ideas that are contained in a textbook, and master and retain that information so that they are prepared for an examination.

## 2. Methods

The research approach used is quantitative approach because the researcher wants to know the influence of the use of learning video media. The type of research used is Pre-Experimental research because it is not yet a real experiment. There are still external variables that contribute to the formation of dependent variables, this happens because the absence of control variables and samples are not selected randomly. The research design used in this research is one-group pretest-posttest design involving one group that is as experiment group. The experimental group applied direct learning model using SQ3R learning method. The design of this study did not involve any control group. In this design, the experimental group was given pretest then applied the treatment by using SQ3R method after it was held posttest. In this design, the observation is done twice before and after the experiment. Observations made before the experiment (O1) are called pretests and the post-experimental observation (O2) is called posttest. The difference between O1 and O2 i.e.  $O2 - O1$  is assumed to be the effect of the treatment.

### 2.1. The stage of SQ3R

The stage of SQ3R method for thorough study:

- 1) **Step 1: Survey**  
Skim through the book and read topical/sub-topical headings and sentences. Read summaries at the end of chapters and books. Try to anticipate what the author is going to say. Write these notes on paper, then look it over to get an overall idea.
- 2) **Step 2: Questions**  
Turn paragraph headings into questions (e.g. "Basic Concepts of Reading" to "What are the Basic Concepts of Reading?"). Write these questions out.
- 3) **Step 3: Read**  
Read with alertness to answer the questions you came up with. Write notes, in your own words, under each question.
- 4) **Step 4: Recall**  
Without looking at your books or notes, mentally visualize, in your own words, the high points of the material immediately upon completing the reading
- 5) **Step 5: Review**  
Look at your questions, answers, notes, and book to see how well you did recall. Finish up with a mental picture of the whole. Adapted from F.P. Robinson. *Effective Study*. New York: Harper and Bros. 1948. Chapter II

### 2.2. Location, Population, and Sample

The place of this study in PGSD Makassar FIP UNM Tidung Campus, time is done at time in this study is the even semester of the academic year 2014/2015 which is in may which lasted for 2 weeks. The population in this study are all PGSD students force year 2014/2015 consisting of 6 classes or a number of 240 students and the sample selection in this research is done directly by choosing one class (without random) that is class M4,3 with amount of 40 participant. The amount of table as follows sample research. Data collect using the test of learning result reads comprehension of English. The sample selection in this research is done directly by choosing one class (without random) that is class M 4,3 with amount of 40 Participant The amount of table as follows.

**Table 1** Number of students Class of M.4.3

Class	Sex	Number
M.4.3	Male	12
	Female	32
Total		44

### 2.3. Data Analysis Technique

**2.3.1. Descriptive Statistics.** The descriptive statistical analysis aims to describe the learning achievement of writing skills obtained by participants from the experimental group. The learning outcomes are then compared by classifying the following learning outcomes (the following sheets):

**Table 2** Guidelines for Categorizing Student Results

Interval Nilai	Category
86 – 100	Very Good
71-85	Good
56-70	Medium
41-55	Less
≤ 40	Very Less

**2.3.2. Inferential statistics.** Inferential statistical analysis is used to test the research hypothesis by using the t-test. Prior to hypothesis testing, prerequisite analysis was performed, ie normality test and homogeneity test where all data was processed in Statistical Package for Social Science (SPSS) version 20.0.

- **Normality test**  
Normality test is used to determine whether the samples examined are normally distributed or not. Testing of data normality of learning the result of reading skill reading using One-Sample Kolmogorov-Smirnov Test on SPSS version 20.0 system. The learning outcomes of the population will be normally distributed when the sig (2-tailed)  $\geq \alpha$  with a real level of  $\alpha = 0.05$ .
- **Homogeneity Test**  
Testing the homogeneity of learning data aims to know the data in this study have the same variance (homogeneous) or not. Testing homogeneity using learning skill reading comprehension using Test of Homogeneity of Variances with Statistical Package for Social Science (SPSS) version 20.0. The test criteria used are sig (2-tailed)  $\geq \alpha$  with real level  $\alpha = 0.05$  data is homogeneous.
- **Hypothesis testing**  
Hypothesis testing of this study was conducted to determine whether there is a significant influence between the uses of the SQ3R method of reading comprehension skills PGSD students 2014/2015 academic year. To make it easier to see how the influence of independent variables on dependent variables, in this study used t-test combined using Statistical Package for Social Science (SPSS) version 20.0, by comparing the t-count with t-table ( $\alpha = 5\%$ ).

### 3. Result and Discussion

The results obtained from the results of evaluation tests conducted early before treatment or treatment in the experimental class and the results of evaluation tests after treatment or treatment in the learning process using. Evaluation test in the form of multiple choice as many as 11 numbers, 1 essay-shaped

number, and there is a Likert scale attitude scale questionnaire, as well as other instruments, namely Learning Plan and Student Worksheet validated by the expert validator. In this Pre-Experimental study, researchers conducted a study on class M 4.3 as an experimental class with a total of 44 students consisting of 12 male and 32 female. The research design used in this study is one-group pretest-posttest design.

**Table 3** Recapitulation of Learning Outcomes Learning Skills Reading Pretest and Posttest Understanding by Using SQ3R Method

Descriptive Statistics	Cognitive	
	Pretest	Posttest
Sum of Sample (N)	44,00	44,00
Minimum	28,00	72,00
Maximum	83,00	100,00
Mean	62,68	88,34
Range	55,00	28,00
Standard Deviation	12,853	6,888
Median	66,00	90,40
Mode	68,00	93,97

Table 3 shows the value of learning outcomes at the lowest and highest values of pretest cognitive domains of 28.00 and 83.00 after being given repetitive treatment in the cognitive domain of 72.00 and 100.00, means the lowest and highest values in the experimental class on posttest learning outcomes after being given repeated treatments were higher than pretest learning outcomes before treatment.

The median value at pretest of the cognitive domain is 66,00 while the median value in posttest of the cognitive domain is 90,40 mode value when pretest of the cognitive domain is 68,00 while mode value at posttest of the cognitive domain is 93,97 Mean median value and experimental class posttest mode higher than the median and pretest mode. The standard deviation value (standard deviation) in the experimental class when the cognitive domain pretest is 12,853, the standard deviation value in the cognitive domain posttest is 6.888. The posttest default deviation value indicates that the value of variation size is lower than the standard deviation of the pretest. The standard deviation that the value of variation size close to zero then the data uniformity more perfect and if the size of variation away from zero means more uniform data owned.

In table 4, the categories of learning outcomes during the pretest of cognitive domains show the number of students who have a good category score of 12 students with a percentage of 27.27%, quite as many as 19 students with a percentage of 43.1%, less as many as 9 learners with percentage 20.45% and very less as many as 4 students with a percentage of 9.1%. Unlike the posttest category of cognitive domain learning results showed the number that has a very good category score of 32 participants with the percentage of 72.73% and good as many as 12 students with a percentage of 27.27%. Based on the categorization of learning result of reading comprehension of pretest English in cognitive domain experiment class, it was found that descriptive statistic analysis only show or show value in descriptive statistic analysis only show or show value on pretest and posttest were given only one experiment class that is class M. 4.3 given treatment using the SQ3R Learning method and not to test the hypothesis. Descriptive statistics only present the statistics calculated on the sample, but if descriptive statistics are used to test the hypothesis (the provisional assumption must still be tested) then it has entered the inferential statistical region. This means that descriptive statistics attempt to describe and analyze the given group without making or drawing conclusions about a larger population or group. Inferential statistics relate to decision making. Inferential statistics are based on descriptive statistics.



**Table 4** Frequency Distribution and Percentage Category Learning Outcomes Learning Skills Reading Understanding by Using SQ3R Learning Method

Category	Cognitive			
	Pretest		Posttest	
	Number of Students	%	Number of Students	%
Very Good (86-100)	-	0%	32	72,73%
Good (71-85)	12	27,27%	12	27,27%
Medium (56-70)	19	43,1%	-	0%
Less (41-55)	9	20,45%	-	0%
Very Less ( $\leq 40$ )	4	9,1%	-	0%
Total	44	100%	44	100%

Based on hypothesis test results with inferential statistics indicate the influence of the learning methods SQ3R on learning outcomes reading comprehension PGSD students class M 4.3. Decision-making on hypothesis testing is done in two ways: comparing t-table with t-count and comparing probability value. From the statistical result using manual calculation for t-test two dependent samples (paired sample t-test) combined with SPSS 20.0 program obtained t-table value for  $N(44) = 2.01669$  while t-count of cognitive domain learning -16,99, t-count (16.99) & t-table (2.01669), so  $H_0$  is rejected and  $H_1$  accepted, noting that the price of t-count is the absolute price, so it is not positive (+) or negative (-). Whereas by comparing the probability value, it is obtained the significance value of learning result of reading skill of understanding the English language cognitive mean  $H_0$  is rejected  $H_a$  accepted. So there is a significant influence between the uses of the SQ3R Method on the learning outcomes of comprehension reading comprehension.

Based on the results of research that has been done that the use of learning methods SQ3R can affect the results of learning comprehension reading skills can be seen from the comparison of pretest and posttest learning outcomes. Test of learning outcomes obtained by learners at the time of pretest cognitive domains at most are in the category enough with the percentage of 43.1% and good with the percentage 27.27% When the posttest cognitive domain is at most in the category very good with the percentage of 73.73% and good with a percentage of 27.27%. From this result, it can be concluded that the use of learning use SQ3R Method can influence learning achievement reading comprehension result of class M.4,3 PGSD students. considering 70% and after then only able to remember 10% of what the students heard, but if a student learn by using the sense of hearing and sight, then after 3 hours he was able to remember 85% and after learn he was still able to remember 65% of what he hears and he sees. Based on this, it is clear that the use of SQ3R learning method is very helpful for learners in learning. How not in addition to helping to learn in the realm of cognitive (knowledge), SQ3R review method is in fact very effective to improve learning outcomes reading English comprehension.

#### 4. Conclusion

Based on the results of research, data analysis, and discussion, it can be concluded that: The result of reading skill study Understanding on pretest in cognitive domain is in enough category while learning

result of reading comprehension skill at end of learning (posttest) in cognitive domain is in very good category. The increase in the average of learning achievement in English reading comprehension at the end of the learning (posttest) shows that there is a significant influence on the use of learning method of learning SQ3R to the learning achievement of reading comprehension of the students of class M.4.3 PGSD Year 2014/2015.

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